

Annual Report

of the

Board of Education

Plainfield, N. J.

For the Year Ending June 30th

1903

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COURIER-NEWS PRINT  
PLAINFIELD, N. J.

# Board of Education.

1903.

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## OFFICERS.

JOHN B. PROBASCO, M. D.,	-	-	-	-	<i>President</i>
FLOYD T. WOODHULL,	-	-	-	-	<i>Secretary</i>
FRANK B. CLARK,	-	-	-	-	<i>Clerk</i>

## MEMBERS.

	<i>Term Expires</i>
*EUGENE M. CAVE, 48 Sandford avenue,	- - - 1903
JOHN B. PROBASCO, M. D., 175 East Front Street,	- 1904
CHARLES F. ABBOTT, 966 Central Avenue,	- - - 1905
FLOYD T. WOODHULL, 926 West Front Street,	- - 1906
LEANDER N. LOVELL, 112 Crescent Avenue,	- - - 1907

HENRY M. MAXSON,  
Superintendent of Schools.

## OFFICE HOURS.

8:30 A. M.—9 A. M. on School Days.

## MEDICAL EXAMINERS.

T. H. TOMLINSON, M. D.,  
212 East Seventh Street.

A. F. VAN HORN, M. D.,  
452 West Fifth Street.

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\*Elected to fill unexpired term of Rev. Wm. R. Richards, who resigned October 2, 1902.

# Standing Committees.

1903.

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## *Teachers and Text Books:*

J. B. PROBASCO,                      L. N. LOVELL,                      C. F. ABBOTT.

## *Books, Stationery and Supplies:*

F. T. WOODHULL,                      C. F. ABBOTT,                      J. B. PROBASCO:

## *Buildings and Repairs:*

C. F. ABBOTT,                      J. B. PROBASCO,                      L. N. LOVELL.

## *Finance:*

L. N. LOVELL,                      C. F. ABBOTT,                      E. M. CAVE.

## *Fuel:*

E. M. CAVE,                      L. N. LOVELL,                      F. T. WOODHULL.

## ELECTION OF TRUSTEES.

One each year for a term of five years. Election held on the day of regular municipal election in November, at usual polling places.

## ELECTION OF OFFICERS.

At the regular monthly meeting in January of each year.

## TUITION FEE FOR NON-RESIDENTS.

Pupils residing outside the city limits are admitted to the Public Schools, as far as the accommodations will permit, upon payment of the following tuition fees:

High School, per quarter (ten weeks).....\$12 00

Grammar School, per quarter (ten weeks)..... 9 00

Primary School, per quarter (ten weeks)..... 6 00



## BOARD MEETINGS.

Stated meetings of the Board, first Monday of each month at 7.45 P. M. Rooms, High School Building. Bill Nights, first Monday of each month.

## BOARD ROOM AND CLERK'S OFFICE.

High School Building, West Fifth Street and Arlington Avenue.

Telephone No. 71j.

## SUPERINTENDENT.

Office of Superintendent, High School Building, West Fifth Street and Arlington Avenue.

Office Hours—8.30 to 9.00 A. M. on School Days.

## SCHOOL SESSIONS.

High School.....	From 8.20 A. M. to 1.00 P. M.
Whittier School.....	From 8.20 A. M. to 1.00 P. M.
Grammar Dep't.....	9.00 A. M. to 12 M.; 1.30 to 3.15 P. M.
Primary Dep't.....	9.00 to 11.45 A. M.; 1.30 to 3.00 P. M.

*Grammar and Primary Departments.*

On one-session days, hours from 9.00 A. M. to 1.00 P. M.

## SCHOOL CALENDAR—1903—1904.

## FALL TERM—

Begins September 8, 1903; closes December 23, 1903.

## WINTER TERM—

Begins January 5, 1904; closes April 1, 1904.

## SPRING TERM—

Begins April 11, 1904; closes June 16, 1904.

## FALL TERM—

Begins September 13, 1904; closes December 23, 1904.

# Financial Statement.

Receipts and Expenditures, July 1, 1902, to June 30, 1903.

## RECEIPTS.

July 1, 1902, Cash balance on hand. . . . . \$ 3,251 59

District tax received from the Collector of the city:

Arrears for the year 1895. . . . .	\$	1 48
" " " 1896. . . . .		1 45
" " " 1897. . . . .		9 75
" " " 1898. . . . .		12 25
" " " 1899. . . . .		7 64
" " " 1900. . . . .		2,461 75
" " " 1901. . . . .		3,900 26

\$ 6,394 58

Current year, 1902. . . . . 54,245 11

\$60,639 69

Interest on arrears of tax. . . . . 1,123 05

61,762 74

Martin Act tax received from the City Treasurer. . . . . 3,835 28

State tax received through the Custodian of School

Moneys:

Apportionment from \$200,000. fund . . . . . \$1,706 37

Apportionment from \$883,976. 04 fund. . . . . 6,955 88

Apportionment from 90 per cent fund . . . . . 13,001 50

Apportionment from 10 per cent Reserve fund . . . . . 2,142 93

23,806 68

Proceeds of notes discounted in anticipation of taxes. . . . . 16,800 00

Library Account. . . . . 278 83

Tuition " (non-residents). . . . . 2,054 30

Interest on bank balances. . . . . 121 57

Sundry Account. . . . . 10 00

2,464 70

\$111,920 99

## DISBURSEMENTS.

Salaries:

Teachers. . . . . \$51,699 63

Clerk, Janitors, etc. . . . . 7,373 00

59,072 63

## BOARD OF EDUCATION.

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Fuel . . . . .	\$ 2,513 24	
Lighting . . . . .	247 73	
Running school expenses . . . . .		\$ 61,833 60
Stationery Account . . . . .	\$ 261 33	
Printing . . . . .	353 41	
Insurance . . . . .	213 30	
Telephone service . . . . .	211 35	
Water service . . . . .	591 76	
Furniture . . . . .	629 32	
Incidentals . . . . .	1,011 68	
General supplies . . . . .	1,471 49	
Repairs . . . . .	4,001 33	
Freight and cartage . . . . .	107 19	
Expressage . . . . .	120 07	
Ash contract . . . . .	126 00	
Assessment . . . . .	49 77	
Tuition . . . . .	54 00	
Rentals . . . . .	1,040 00	
		10,242 00
Bonds retired . . . . .	4,000 00	
Payment Account Mortgage Lincoln School . . . . .	1,000 00	
	5,000 00	
Interest on Bonds . . . . .	1,560 00	
Interest on Mortgage . . . . .	945 00	
		7,505 00
Interest on Notes discounted . . . . .	375 29	
Text books and School Supplies . . . . .	3,707 46	
		4,082 75
Library Account . . . . .		296 86
Payment Notes, General Account . . . . .	\$24,100 00	
Payment Notes, Martin Act Account . . . . .	3,835 28	
		27,935 28
		\$111,895 49
June 30, 1903. Cash balance with the Custodian of School Moneys . . . . .		25 50
		\$111,920 99

## MARTIN ACT ACCOUNT.

## RECEIPTS.

Division of Martin Act Taxes from proceeds of sale . . . . . \$ 3,835 28

## DISBURSEMENTS.

Paid on Account of Martin Act Notes . . . . . \$ 3,835 28



## BOARD OF EDUCATION.

## LINCOLN SCHOOL BUILDING ACCOUNT.

## RECEIPTS.

From apportionment of tax . . . . .	\$ 695 62
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## EXPENDITURES.

Transferred to the General Account for account of loan . . . . .	\$ 695 62
June 30, 1903. Cash balance . . . . .	\$ 25 50
Due from Lincoln School Building Account . . . . .	2,086 88
	<u>\$ 2,112 38</u>

## ASSETS AND LIABILITIES.

## ASSETS.

July 1, 1903. Cash balance . . . . .	\$ 25 50
Due from Lincoln School Building Account . . . . .	2,086 88
Arrears of taxes not in Martin Act Account . . . . .	12,716 08
	<u>\$ 14,828 46</u>
Sites, Buildings, Furniture, etc . . . . .	\$232,000 00
	<u>\$246,658 46</u>

## LIABILITIES.

Notes outstanding against Taxes Uncollected . . . . .	\$ 1,276 85
Outstanding accounts chargeable to present school year . . . . .	461 26
	<u>1,738 11</u>
Coupon Bonds at 4 per cent. . . . .	\$36 000 00
Bond and Mortgage at 4½ per cent. . . . .	20,000 00
	<u>56,000 00</u>
	<u>\$ 57,738 11</u>

Respectfully submitted.

J. B. PROBASCO, *President.*F. T. WOODHULL, *Secretary.*

L. N. LOVELL,	} <i>Auditing Committee.</i>
C. F. ABBOTT,	
E. M. CAVE,	

PLAINFIELD, N. J., Nov. 7, 1903.



# Report of Superintendent.

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*Gentlemen of the School Board:*

I have the honor to present to you, and through you to the patrons of the schools, my eleventh Annual Report of the Public Schools of the City of Plainfield.

The year has been one of healthy progress, accompanied by a considerable growth in the number of pupils. We have been unusually free from epidemics, and school work has gone on with but few interruptions.

## CONDITION OF THE SCHOOLS.

The general condition for the year is as follows:

Enrollment,	-	-	-	-	2,791
Average Membership,			-	-	2,236
Average Attendance,			-	-	2,070
Number of Teachers,	-	-	-	-	73
Number of Buildings,			-	-	8

While the enrollment has increased only 76, the average attendance is 143 more than that of last year. Part of this was due to the absence of childhood diseases, and part to the accession of new families in consequence of the enlargement of the shops in the West End. We have also had quite an increase, as usual, from families that have been drawn to Plainfield by the reputation of its schools and who have rented or bought houses here that their children might benefit from them. The increase would have been much larger had there been more available tenements, and the building now going on indicates a large increase next year. Through the kindness of the trustees of Monroe Avenue Chapel, we were permitted to use the Epworth House as an annex to the Irving School, thus

providing rooms for the kindergarten and the lowest primary class. By this relief and by some adjustments in the other schools we have been able to get through the year without any half-time classes and with little crowding, but the conditions are such that we shall probably be pushed to the utmost before the new High School building affords us relief.

The usual harmony and cordiality between parents and teachers continues to strengthen our work for the children. It is the aim of the teachers to meet every parent with cordiality and sympathy and with the utmost courtesy, whatever may be the occasion that brings about the meeting. We desire to work in the closest harmony with the home and to supplement the influence of the home as we seek to have the home supplement the influence of the school. It is a pleasure to note the growing appreciation of this spirit on the part of the parents. I believe that Plainfield is unusually fortunate in the spirit that animates our teaching force and in the kindliness and consideration that pervades our school life from the Kindergarten to the High School.

#### REGULARITY OF ATTENDANCE.

There are still many parents who do not appreciate the importance of promptness and regularity of attendance. This is particularly true and also particularly disastrous in the higher grades. One of the most valuable results of school work is an established habit of regularity and promptness in the child. This habit cannot be established where parents allow the child to be absent for trivial or unnecessary causes. Absence also tends to handicap the child in his work and lessen his interest in the school. Some thoughtfulness and a little planning by the parent ought to make it possible for a healthy child to be seldom or never absent.

#### HIGH SCHOOL.

The growth the High School has been making in the last few years was shown in the graduating class, which

was the largest in the history of the school, numbering 34. An uncommon feature was that the boys numbered two more than the girls. Twenty-one young people from our High School will enter the colleges or other higher institutions of learning in the fall, being distributed among the following institutions: Princeton, Yale, Harvard, Rutgers, New York University, Stevens, Williams, Cornell, Trenton Normal, Smith College, Columbia, Annapolis, and the Ethical Culture School.

As usual, the reports that have come from the various colleges during the year have shown that our pupils were maintaining an excellent standing in the higher work and adding to the esteem in which our graduates are held in the various colleges and schools to which they go. As a result of such work, one of the most exacting of the Universities has given us increased advantages in the matter of entrance conditions for our graduates.

While preparation for college is not the largest or most important work of the High School, it is the highest test of its thoroughness and best shows its high standard. It is, therefore, a pleasure to record the fact that the success of our graduates stamps our High School as one of the very best of fitting schools. The fact that such priceless opportunities are afforded to every boy and girl absolutely free of cost has a stimulating effect that cannot be estimated on the work of the grades below. A strong case in illustration of this is one of our young men who graduated this year from Union College as valedictorian, after a course of unusual brilliancy and success, who would never have gone to college at all but for the free High School.

Our liberality in administration of the courses of study in the High School has resulted in making the school more popular and holding the pupils longer. Wide freedom of choice is allowed the pupil in deciding his line of work; but the choice is made with the co-operation and advice of the teachers. Each deviation from the reg-



ular course receives careful, special consideration and, where it is deemed desirable, a personal interview with the parents is obtained. By reason of this careful management we have found that the widest freedom of choice leads to but little, if any, abuse. We have found it profitable to arrange the course each pupil is to take and the daily schedule of recitations for the next fall, in June, before school closes. There is then time enough to discuss and study matters leisurely, and the teachers are in close working touch with the pupils. The pupils in the graduating class in the grammar school are furnished with copies of the course of study, their parents are invited to meet the principal, and special efforts are made to explain the work of the High School and aid them in their choice of work. This results in much saving of time in the fall, since we are able to have recitations the day school opens and the classes are in regular working order on the second day.

For some years, under our Supervisor of Music, Mr. Charles L. Lewis, we have made quite a feature of choral work in the High School, rendering music of a high order at Christmas and at Easter. Through the kindness of the trustees of the Seventh-day Baptist Church, who gave the free use of their church, the school was able to give its friends a very enjoyable musical reception in May, when the cantata "Ruth," by Gaul, was presented to a large and appreciative audience.

The one new feature in the school life of the year was the publication of a school paper, "The Oracle." As in all the other social features of the school, the faculty is directly represented in its management. Its publication has proven an aid to the school work, and has added further interest to the life of the school.

At present the High School is suffering through cramped quarters as it has for some years past. The action of the City Council in voting to issue bonds for \$125,000 to erect a new High School building has

brought joy to every one who is interested in the work of the school. The need for a new building and the valuable impulse and stimulus it will give the work have already been presented in various reports.

#### GRAMMAR AND PRIMARY.

In these classes there has been no marked change or innovation during the year. Our effort has been to strengthen the work along the lines laid down in previous reports, especially in the subject of language and in the inflexibility of the school machinery.

The increased attention to the subject and the more definite work in language is already producing satisfactory improvement in the pupil's power of expression. The boy that graduates from the High School after a course through the grades will surely have considerable command of his mother tongue if he has been at all studious.

The scheme of sending pupils to the High School direct from the eighth grade has worked with satisfaction and an increased number have been so promoted this year, so that a majority of the entering class in the High School have saved the time of the ninth grade.

#### KINDERGARTEN.

The kindergartens have increased somewhat in attendance this year, the number enrolled at the Bryant and at the Wadsworth kindergartens making it necessary to arrange afternoon classes at those schools, since we have not sufficient accommodations to receive them all at one time. The kindergarten has now established its claim as an important part of the school system in the views of all progressive school authorities, but its purpose and its value is still unknown to many parents. One may even occasionally hear of a parent who has never visited a kindergarten, congratulating herself that her child has escaped (?) the kindergarten.

The kindergarten does no school work as that term is generally understood, (reading, writing, etc.,) but I have

no hesitation in saying that there is no year in the child's whole school life that means so much in the formation of his character and disposition as a year spent under the charge of a good kindergartner. It is not simply a place for the child to play, as some seem to think. It does bring sunshine into the child's life and utilizes the impulse to play for developing and strengthening the child's character. It utilizes his curiosity to strengthen his power of observation; it directs his activities to give him power of self-direction; it teaches him patience, perseverance, self-control, unselfishness, kindness, and regard for the rights of others; in short, it aims to furnish an atmosphere suitable for the unfolding and strong growth of the virtues so essential to true manhood and womanhood, and it receives the child at that age when this can be done more effectively than at any other time. There is no home so good that the kindergarten cannot supplement and strengthen its training. For many children, alas, it supplies the only home training.

In training the child's power of self-control, obedience to directions, and patient perseverance in its occupations, it also lays a good foundation for the work of the primary school which is to follow.

#### SCHOOL DECORATION.

School decoration by pictures and statuary has received some attention in every school, over \$300 having been spent during the year. It has become a regular custom for the graduating class in the High School to give the school one or more valuable works of art and the lower classes occasionally supplement it. We have also received several gifts from friends of the school. The walls of all our school rooms are gradually being tinted with restful shades of color in oil and this year one entire building was finished anew inside and out.

I believe most thoroughly in the value of beautiful environment in the education of the child, and wish that



more of the generous spirited friends of the children were moved to add to our decorations.

#### EDUCATIONAL EXPENDITURES.

The matter of school expenses is always a vital question. As a matter of interest in this connection I include a quotation from a recent address by President Eliot of Harvard: "My object is to urge that the expenditure per pupil in the common schools of the United States is altogether insufficient. Let us now compare the amount expended on the public school child with what is spent by a well-to-do family on its child sent to an endowed or a private school. The private school charges a tuition fee of from \$100 to \$500 a year for day pupils. In the endowed secondary schools, the total charge varies between \$400 and \$1 000. Now it is perfectly easy to provide lodging and food for any pupil between the ages of ten and eighteen at a cost of five dollars a week; so that the charge for tuition and general care and sometimes interest on the plant at these institutions must be from \$200 to \$600 a year of forty weeks. If you ask on what these large tuition fees are expended, the answer is chiefly on teaching. A public school which has a teacher for every forty pupils is fortunate. The private and endowed schools not infrequently provide a teacher for every eight or ten pupils. Moreover, they employ a more expensive kind of teacher; for they use a larger proportion of men, and a larger proportion of college graduates. Is it not plain that if the American people were all well-to-do, they would multiply by four or five the present average expenditure per child and per year? I wish to urge on you the proposition that the American people cannot afford to persist in the present low school expenditure per pupil and per year. We ought to spend more public money on schools."

#### MEMOIR.

Almost at the opening of the year we were all saddened by the death of Miss Emma V. Shattuck, for nine

years principal of the Bryant and Lincoln Schools. She was a teacher whose heart was in her work, who found joy in each day's service. There is therefore a certain fitness in that she was called away in the very midst of it in full possession of her powers, for she was in her usual place up to the afternoon before she died. She was a woman of rare executive ability combined with excellent judgment, kindly and sympathetic with human nature as she found it in the little people under her charge, a thorough student of school affairs who used much of her vacation hours for professional improvement.

Her death is a distinct loss to the school system of the city. In recognition of her worth, the teachers of the public schools, together with the pupils in the schools of which she was principal, have combined to place in the two buildings three fine pictures inscribed in her memory.

#### OVERPRESSURE.

From time to time, as I have seen in journals of national circulation, the cry of overpressure in the public schools, I have looked the situation over to see if it applied to our schools and have considered it with principals and teachers. I cannot find that a pupil with fair health and right home training is to any extent the victim of overpressure in the Plainfield schools.

School work must, from the necessity of the case, be adapted to the powers of the average child. The child that is not normal, in body or mind, requires special consideration, and it is my aim to secure this consideration as far as I can for every child that needs it. Almost every case of overpressure that I have ever known has been accompanied by special conditions in the child or his home. Individual teachers, at times, overestimate the ability of a class or its advancement, or surround the work with atmospheric conditions that are not conducive to successful work, but such cases are remedied as they are discovered, and are not properly characteristic of the system. As one anxious to fit the harness so that every child can

work happily and easily, I invite the utmost frankness between parent and teacher or superintendent, whenever there seems to be overpressure. I do not consider frankness as adverse criticism; any truth that will enable me to fit the schools still better for advancing the interests of the child is welcome. If the system as administered bears harder than it should on the child of average ability, then it should certainly be modified. It is my constant study to discover such defects and remedy them.

Those who have read any of these reports of the overpressure in the public schools of the country will be interested in the statement of the school authorities of New York State based on an investigation of the high schools in New York conducted by Prof. DeGarmo, of Cornell University, who sent out circulars of inquiry to sixty or more schools in that state. While I have not investigated the subject in such a formal way in our own school, I have no doubt the results would be similar if such investigation were undertaken.

"The tabulation of the returns indicates that the average high school student spends seven hours and twenty-four minutes each school day in school work, that is, in recitation and preparation for recitation; that the students all average two hours and seventeen minutes in other work, making a total of nine hours and forty-one minutes. We find that the average high school student rises at 6.45 A. M., retires at 9.44 P. M., thus obtaining nine hours for sleep. Thus they have left five hours and nineteen minutes for such exercise and recreation as inclination and opportunity may afford. The majority of the students report that they are doing all the work that they feel able to do. About ten per cent think that they might do more. Few complain that they are carrying more than they can carry with ease.

"Another study of the health of school children was made by asking the opinions of physicians in various parts of the state as to the effects of school work on stu-



dents. It is gratifying to report as a result of this investigation that the wild statements regarding the disastrous effects of our public schools on the health of the children seem without foundation. Reports were received from about sixty physicians, and almost without exception they indicate that there are very few cases of this kind, and that these cases are due to inherited tendencies or to conditions outside the school-room more than to the school itself, also that no radical change in the organization of our school work is necessary to meet the difficulty, beyond provisions for the special treatment of individual cases of neurasthenic children.

“It is a lamentable fact that many people with the best intentions but with hysterical tendencies have acquired the habit of attributing all the diseases that flesh is heir to to our schools. It is better to make children think the school good for them, than to impress them with its dangers.”

#### CONCLUSION.

In conclusion, I wish to acknowledge my indebtedness to the teachers for the efficient work they have done and for the loyal manner in which they have carried out my plans for the betterment of the schools.

Our schools are pervaded to an unusual degree by an atmosphere of freedom, brightness and naturalness, and this is so because the teachers strive to work this spirit into the management of the class rooms and because they work in harmony with each other and with thorough loyalty to their principals.

I would also express my thanks to the Board of Education for their cordial support and for the confidence they have placed in my administration. The superintendent is fortunate who has such favorable conditions for happy and effective work.

Respectfully submitted,  
HENRY M. MAXSON.

# List of Teachers, 1902-1903.

Superintendent, HENRY M. MAXSON.

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## HIGH SCHOOL.

IRA W. TRAVELL, <i>Prin.</i> ,	ELLEN K. CUMMING,
ELLEN E. NILES,	PHEBE D. LOVELL,
GRACE E. BURROUGHS,	KATHERINE F. BALL,
S. LENA BASS,	LINDSEY BEST,
JAMES D. MACNAB.	

## PREPARATORY CLASS.

M. ELIZABETH BENEDICT.

## WHITTIER SCHOOL.

ANNA M. DAY, <i>Prin.</i> ,	DOROTHEA E. BULL,
HARRIET C. PARKER,	LILLIAN SHARP,
ALICE W. LANSING,	ELEANOR T. WILBER,
ELIZABETH E. MORE,	ALICE R. BARLOW.

## FRANKLIN SCHOOL.

NOEL J. BULLOCK, <i>Prin.</i> ,	LOTTIE B. STRONG,
EMMA W. CORNISH,	FLORENCE CHURTON,
CHARLOTTE C. MERRILL,	GERTRUDE HUBER,
EMMA FORCE,	CHARLOTTE E. TENNANT,
JULIA JEROME,	CAROLINE A. BARBER,
CLARA J. CHURTON,	ELIZABETH T. ANGELL.

## WASHINGTON SCHOOL.

M. E. HUMPHSTON, <i>Prin.</i> ,	MARY T. DRAPER,
ANNA W. BOORAEM,	MARGARET R. COREY,
LILA M. SHEFF,	ELIZABETH M. COATES.
MABEL A. POWELL.	

## BRYANT SCHOOL.

FLORA GRIFFIN, *Prin.*,  
KATE A. REMER,  
EDITH K. SMYTHE,  
FRANCES E. BRYANT,  
CASSIE E. BROWN,

JESSICA BRIGHTMAN,  
MARION E. NORTON,  
GERTRUDE H. RAND,  
MARY E. BROOKS,  
LOUISE B. RUNYON,

CORA F. CADMUS.

## LINCOLN SCHOOL.

CAROLYN B. LEE,  
E. GRACE HATCH,  
ANGELA MOREY,

LOUISE WOOD,  
AGNES B. FREEMAN,  
MILDRED TITSWORTH,

LOUISE RAWSON.

## IRVING SCHOOL.

GENEVIEVE PETRIE, *Prin.*,  
J. LOIS SKINNER,  
FRANCES E. COREY,  
FLORENCE M. HUGHES,  
LOTTIE W. STILLMAN,  
ALICE A. LEE,  
MARY BUCKLE,  
MARY L. COOPER,

MARY J. DENNIS,  
LOUISE EGAN,  
LUCIA N. WOOD,  
HATTIE FILMER,  
MARY M. GRISWOLD,  
LILLIAN GLEN,  
ADA H. CLARK,  
ELIZABTH S. WHITE.

## SUPERVISOR OF MUSIC,

CHARLES L. LEWIS.

## SUPERVISOR OF DRAWING,

ANNA J. BENNETT.



# Enrollment of Pupils.

1903-1904.

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL
<b>High School.</b>				
ELLEN E. NILES . . . . .	Senior	17	14	31
S. LENA BASS . . . . .	Junior	25	30	55
GRACE E. BURROUGHS . . . .	Second Year	22	41	63
ELLEN K. CUMMING . . . . .	First Year	37	66	103
<i>Preparatory Class.</i>				
M. ELIZABETH BENEDICT . . .	Ninth.	20	17	37
<b>Whittier School.</b>				
ANNA M. DAY . . . . .	Eighth	13	23	36
HARRIET C. PARKER . . . . .	Eighth	19	25	44
ALICE W. LANSING . . . . .	Eighth	22	20	42
ELIZABETH E. MORE . . . . .	Seventh	20	18	38
DOROTHEA E. BULL . . . . .	Seventh	16	24	40
LILLIAN SHARP . . . . .	Seventh	19	20	39
ELEANOR T. WILBER . . . . .	Seventh	15	23	39
ALICE R. BARLOW . . . . .	Sixth	25	18	43
<b>Franklin School.</b>				
EMMA W. CORNISH . . . . .	Sixth	19	19	38
CHARLOTTE C. MERRILL . . . .	Fifth	16	25	41
EMMA FORCE . . . . .	Fifth	19	14	33
JULIA JEROME . . . . .	Fourth	21	19	40
CLARA J. CHURTON . . . . .	Fourth	22	23	45
LOTTIE B. STRONG . . . . .	Fourth	20	20	40
FLORENCE CHURTON . . . . .	Third	29	19	48
GERTRUDE HUBER . . . . .	Second	23	26	49
CHARLOTTE E. TENNANT . . . .	First	26	29	55
CAROLINE A. BARBER . . . . .	First	25	34	59
ELIZABETH T. ANGELL . . . . .	Kindergarten	24	33	57
<b>Washington School.</b>				
M. E. HUMPHSTON . . . . .	Fifth	10	17	27
ANNA W. BOORAEM . . . . .	Fourth	14	11	25
LILA M. SHEFF . . . . .	Third	20	11	31
MARY T. DRAPER . . . . .	Second	25	18	43
MARGARET R. CORY . . . . .	First	24	20	44

SCHOOL.	GRADE.	BOYS.	GIRLS.	TOTAL.
ELIZABETH M. COATES . . . .	First	26	20	46
MABEL A. POWELL . . . . .	Kindergarten	20	28	48
<b>Bryant School.</b>				
KATE A. REMER . . . . .	Sixth	25	16	41
EDITH K. SMYTHE . . . . .	Fifth	22	21	43
CASSIE E. BROWN . . . . .	Fifth	26	21	47
FRANCES E. BRYANT . . . .	Fourth	25	23	48
JESSICA BRIGHTMAN . . . .	Third	17	21	38
MARIAN E. NORTON . . . .	Second	33	15	48
GERTRUDE H. RAND . . . .	Second	29	17	46
MARY E. BROOKS . . . . .	First	28	34	62
LOUISE B. RUNYON . . . . .	First	30	32	62
CORA F. CADMUS . . . . .	Kindergarten	36	25	61
<b>Lincoln School.</b>				
CAROLYN B. LEE . . . . .	Fifth	17	24	41
E. GRACE HATCH . . . . .	Fourth	25	21	46
ANGELA MOREY . . . . .	Third	18	20	38
LOUISE WOOD . . . . .	Second	20	12	32
MILDRED TITSWORTH . . . .	First	16	19	35
AGNES B. FREEMAN . . . . .	First	34	13	47
LOUISE RAWSON . . . . .	Kindergarten	27	15	42
<b>Irving School.</b>				
J. LOIS SKINNER . . . . .	Sixth	26	16	42
FRANCES E. COREY . . . . .	Fifth	33	20	53
FLORENCE M. HUGHES . . . .	Fourth	19	33	52
LOTTIE W. STILLMAN . . . .	Fourth	20	17	37
ALICE A. LEE . . . . .	Third	24	24	48
ADA H. CLARK . . . . .	Third	23	30	53
MARY J. DENNIS . . . . .	Second	31	26	57
LOUISE EGAN . . . . .	Second	26	18	44
LUCIA N. WOOD . . . . .	First	22	20	42
HATTIE FILMER . . . . .	First	19	26	45
MARY BUCKLE . . . . .	First	28	22	50
MARY M. GRISWOLD . . . .	First	27	25	52
ELIZABETH S. WHITE . . . .	Kindergarten	40	28	68
Total . . . . .		1420	1379	2799

## ENROLLMENT, ATTENDANCE, ETC., 1902-1903.

	No. of Classrooms	No. of Teachers	No. Boys Enrolled	No. Girls Enrolled	Total No. Enrolled	Average Membr's p	Average Attendance	Per cent of Attendance	No. of Tardinesses	Ave. Tard. per Pupil
High School . . . . .	9	12	121	158	279	252	243	96	665	2.6
Whittier . . . . .	8	8	151	170	321	281	269	95	1085	3.8
Franklin . . . . .	11	12	245	262	507	382	344	90	1553	4.06
Washington . . . . .	7	7	139	125	264	208	196	94	267	1.01
Irving . . . . .	14	16	339	304	643	506	466	92	905	1.7
Bryant . . . . .	10	11	271	225	496	378	345	93	641	1.6
Lincoln . . . . .	7	7	157	124	281	220	207	90	839	3.6
Total . . . . .	56	73	1423	1368	2791	2236	2070	650	5755	2.5

## ENROLLMENT BY AGES, 1902-1903.

	Four Years	Five Years	Six Years	Seven Years	Eight Years	Nine Years	Ten Years	Eleven Years	Twelve Years	Thirteen Years	Fourteen Years	Fifteen Years	Sixteen Years	Seventeen Years	Eighteen Years	Nineteen Years
Boys	57	116	129	126	142	124	132	136	120	129	87	57	30	22	10	6
Girls	59	100	119	130	129	120	114	102	106	122	97	65	48	25	22	10
Total	116	216	248	256	271	244	246	238	226	251	184	122	78	47	32	16

## SUMMARY OF ENROLLMENT.

High School . . . . .	279
Grammar Classes . . . . .	691
Primary " . . . . .	1545
Kindergarten . . . . .	276

COMPARATIVE STATEMENT OF ENROLLMENT, ATTENDANCE,  
ETC., 1892-1903.

	No. of Teachers	No. Boys Enrolled	No. Girls Enrolled	Total No. Enrolled	Ave. No. Belonging	Average Attendance
1892-3 . . . . .	48	919	930	1849	1446	1319
1893-4 . . . . .	48	1056	902	2048	1590	1452
1894-5 . . . . .	53	1077	1089	2166	1686	1526
1895-6 . . . . .	55	1006	1121	2217	1725	1517
1896-7 . . . . .	61	1166	1188	2354	1786	1657
1897-8 . . . . .	64	1264	1235	2499	1949	1745
1898-9 . . . . .	65	1235	1218	2453	2016	1784
1899-1900 . . . . .	69	1276	1280	2556	1942	1816
1900-1 . . . . .	72	1376	1321	2697	2177	1950
1901-2 . . . . .	72	1368	1347	2715	2125	1928
1902-3 . . . . .	73	1423	1368	2791	2236	2070

# High School Graduation.

## Order of Exercises.

OVERTURE—"Comedy"	-	-	-	Keler-Beler.
INVOCATION,	-	-	-	Rev. E. Vicars Stevenson.
SELECTION—"Violets"	-	-	-	Wright
SALUTATORY AND ESSAY—"Child Labor,"				Alice Allegra Pugh.
SELECTION—"Prince of Pilsen,"	-	-	-	Luders.
ADDRESS	-	-	-	Hon. W. N. Ashman, LL. D.
SELECTION—"Pagliacci,"	-	-	-	Leoncavallo

## PRESENTATION OF REWARDS.

MR. LEANDER N. LOVELL.

For English Composition (The late G. H. Babcock Prize),  
Offered by Mrs. G. H. Babcock.

For Mathematics (The late Dr. C. H. Stillman Prize),  
Offered by Mrs. C. H. Stillman.

For United States History, Offered by Mr. Leander N. Lovell.

For Modern Languages, - Offered by Mr. E. R. Ackerman.

For Latin, - - Offered by Mr. Alexander Gilbert.

For Commercial Studies, - Offered by Mr. E. R. Ackerman.

WALTZ—"Amoureuse," - - - Berger

ESSAY AND VALEDICTORY—"The Abuse of Convention-  
ality,"

Louise Montfort Taylor.

POPULAR MELODIES - - - Whitmark.

## PRESENTATION OF DIPLOMAS,

By the President of the Board of Education,

J. B. PROBASCO, M. D.

MARCH—"Hiawatha," - - - Moret.



# Class of 1903.

## Graduates.

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### CLASSICAL COURSE.

Albert Daniel Beers,	Harold Seymour Brown,
George Archibald Brakeley,	Charles Noble Doolittle,
Alden Ellis Moore.	

### LATIN—SCIENTIFIC COURSE.

Lucie May Coriell,	Florence Bertha Martin,
Edna Dunning Long,	Cyril Brown.

### LATIN—MODERN LANGUAGE COURSE.

Ethelyn Ervilla Davis,	Louise Montfort Taylor,
Helen Chapin Moodey,	Mabel Howard Vail,
Alice Allegra Pugh,	Dorothy Waldo,
Arthur Franklin Conant.	

### LATIN—MATHEMATICS COURSE.

Harriet Cutler Randall,	Norman Chester Hill,
Ralph Savoy Lane.	

### MODERN LANGUAGE COURSE.

Marjorie LaTourette Burke,	Annis Louise Kinsman.
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### GENERAL COURSE.

Martha Elizabeth Maier,	Vincent Bernard Miner,
Helen Genevieve Rafferty,	Charles Clarence Rocap,
Ethel Clare Rogers,	Carl Ulrich,
Hervey Kinch Doane,	Frederic Tabor VanAuken.

### COMMERCIAL COURSE.

Grace Anna TenEyck,	Michael Thomas Moynihan,
Henry Achen Meeker,	Luther Lake Sheppard,
Robert Wilson Meeker.	

# Award of Prizes, 1903.

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## ENGLISH COMPOSITION.

The Geo. H. Babcock Prize, given by Mrs. Geo. H. Babcock.

First Prize—Hudson's Shakespeare, 12 vols.,  
Ralph S. Lane.

Second Prize—Longfellow's Works, 11 vols.,  
Louise M. Taylor.

Honorable Mention—Jean Douglass.  
Howard G. Lapsley.

## MATHEMATICS.

The Dr. C. H. Stillman Prize, given by Mrs. C. H. Stillman.

First Prize—\$15.00 in gold, Mae Batchelor.

Second Prize—\$10.00 in gold, Mary A. Griggs.

Honorable Mention—Harold A. Fenno.

## TRANSLATION PRIZES.

For the best translation of assigned passages, a first prize of \$3.00, and a second prize of \$2.00, to be expended in books chosen by the receiver of the prize.

MODERN LANGUAGES.—Given by Mr. Ernest R. Ackerman.

### *Senior French.*

First Prize—Louise M. Taylor, Four volumes of Dickens' Works.

Second Prize—Alice A. Pugh, Shakespeare's Works, 3 vols.

Honorable Mention—Cyril Brown.

### *Junior French.*

First Prize—Martha A. Robert, Motley's "The Rise of the Dutch Republic."

Second Prize—Mary H. Dunham, three volumes of Thackeray's Works.

Honorable Mention—Eloise Haven.

### *German.*

First Prize—Louise M. Taylor, Omar Khayyanm's Rubaiyat.

Second Prize—Ralph S. Lane, Flugel's English-German Dictionary.

Honorable Mention—Helen C. Moodey.

LATIN PRIZES—Given by Mr. Alexander Gilbert.

*Vergil.*

First Prize—Louise M. Taylor, three volumes of English Authors.

Second Prize—Cyril Brown, Shelley's Poems.

Honorable Mention—Alice A. Pugh.

*Cicero.*

First Prize—Harold S. Brown, Fiske's History of the American Revolution, 2 vols.

Second Prize—Mary A. Griggs, Shakespeare's Works, 2 vols.

Honorable Mention—H. Mae Batchelor.

*Cæsar.*

First Prize—Edna Florence Derby, Tennyson's Poems, Household Edition.

Second Prize—Carolyn L. Palmer, three volumes of Scott's Works.

Honorable Mention—Nellie C. St. John.

Anna L. Runyon.

## COMMERCIAL PRIZES.

Given by Mr. E. R. Ackerman.

A first prize of \$3.00 and a second prize of \$2.00, to be expended in books.

*Stenography.*

First Prize—Carl Ulrich, four volumes of Thackeray's Works.

Second Prize—Mary H. Randolph, Shakespeare's Plays, 5 volumes.

Honorable Mention—Harriet C. Randall.

Margaret Annie Pearce.

*Typewriting.*

First Prize—Carl Ulrich, Shakespeare's Works, 3 vols.

Second Prize—Harriet C. Randall, Shakespeare's Works, 2 volumes.

Honorable Mention—Harry G. Thompson.

*Bookkeeping.*

First Prize—Rose V. Droll, Tennyson's Poems.

Second Prize—John L. Platt, Botsford's Histories of Greece and Rome.

Honorable Mention—John G. Loizeaux.  
Frank Rimmer.

## UNITED STATES HISTORY.

Given by Mr. Leander N. Lovell, Greene's History of the English People, 4 vols.

Prize—Christella Frances MacMurray.

Honorable Mention—Alva Brokaw Dunham.

## MANUAL OF ARMS AND MILITARY TACTICS.

Given by Mr. J. D. Macnab.

Gold Medal Prize—Harold C. Fenno.

Honorable Mention—Stuart F. Freeman.



# Grammar School Graduation.

## Programme.

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INVOCATION,        -        -        -        -        Rev. W. C. Snodgrass, D. D.  
STILL, STILL WITH THEE,        -        -        -        -        *Barnby*

Chorus by Graduating Class.

RECITATION—Cicely's Transformation.  
May Frances Cogan.

THE BLUE WALTZ,        -        -        -        -        -        *Federlein*  
Two-part Song by Girls of Graduating Class.

RECITATION—The Bell of Atri,        -        -        -        -        *Longfellow*  
Robert Lawrence Kyte.

THE CLANG OF THE FORGE,        -        -        -        -        *Vaughan*

RECITATION—How Salvator Won the Race,        *Ella W. Wilcox*  
Gertrude Prince Abbott.

*a* MARCH—The FOX HUNTERS.

*b* STEIN SONG.

High School Mandolin Club.

ADDRESS,        -        -        -        -        Rev. Charles L. Goodrich

SOLO—The Two Grenadiers,        -        -        -        -        *Schumann*  
Mr. Charles L. Lewis.

## ADDRESS TO GRADUATES.

Henry M. Maxson, Superintendent of Schools.

## PRESENTATION OF DIPLOMAS.

By President of the Board of Education,  
J. B. PROBASCO, M. D.

# Grammar School Graduates.

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Gertrude Prince Abbott,  
Fred Bock,  
Alice Lillian Brown,  
Marjorie May Brown,  
Edith Albertina Caleen,  
Mildred Vera Caleen,  
John T. Caulfield,  
May Frances Chamberlain,  
Cornelia Laura Christofferson,  
Frances May Cogan,  
Paul Revere Collier,  
Jean Helen Coyle,  
Mabelle Cubberley,  
Luella Myrtle Derby,  
May R. Doane,  
William Crawford Douglass,  
John Doyle,  
Alva Brokaw Dunham,  
Louis W. Fisher,  
William David Flanders,  
C. Francis Foster,  
Edgar Wells Freeman,  
Jessie Louise Garthwaite,  
Weston Gavett,  
Mary Veronica Greene,  
Clara Evelyn Hallard,  
Albert Hardcastle,  
Alice Haven,  
Edward Hayman,  
Jessica Tilton Hill,  
Cecelia C. Holmes,  
Helen C. Johnson,  
Clara Lillian Kanen,  
Florence Emma Kanen,  
Grace Estella Knight,  
M. Augusta Kreitling,  
Robert L. Kyte,  
Marian E. Lambert,  
Joshua Theodore Loizeaux,  
Cornelia Lillian Lounsbury.

Christella Frances MacMurray,  
Sidney Augustus Mackey,  
Charles W. McGinley,  
Bertha P. Manning,  
Louise M. Marcellus,  
J. Frank Meaney,  
Charles P. Merquelin,  
Robert Potter Mitchell,  
Gertrude Moodey,  
Augustus C. Nash,  
Marguerite Ostrom,  
Frances Marguerite Phillips,  
Marion E. Pierson,  
Ray C. Pugh,  
R. Lester Radford,  
Elizabeth Chadwick Randall,  
Sidney Jerome Rockwell,  
Harry Rottberg,  
Rose H. Rubenstein,  
Alice M. Sharkey,  
Rose Siegal,  
Florence Irving Smalley,  
Frederick Martin Smith,  
Philip P. Smith,  
Harry Srager,  
Laura Ethel Stryker,  
Grace Elinore Stutsman,  
William Dee Taylor,  
Christine Whitmore Thompson,  
Jennie Marie Tonkin,  
Joseph Neff VanDeventer,  
Allen Holmes Vanderhoef,  
Mabel R. Vanderhoef,  
Ethel B. VanZandt,  
Florence M. Welsh,  
F. Rollin Williams,  
Gurth Williams,  
Marguerite Louise Wolf,  
Florence Marie Yæger,

# Courses of Study in the Plainfield High School.

## FIRST YEAR CLASS.

CLASSICAL.		LATIN-SCIENTIFIC.	
English I. . . . .	5	English I. . . . .	5
Latin I. . . . .	5	Latin I. . . . .	5
Ancient History . . . . .	5	Ancient History or	} . . . . . 5
Algebra . . . . .	5	Physical Geography	
		Algebra . . . . .	5
	20		20

MODERN LANGUAGE.		COMMERCIAL.	
English I. . . . .	5	English I. . . . .	5
Ancient History . . . . .	5	Ancient History or	} . . . . . 5
		Physical Geography	
Physical Geography . . . . .	5	Algebra . . . . .	5
Algebra . . . . .	5	Bookkeeping I. Commercial	} . . . . . 5
		Arithmetic, Business Cor-	
		respondence . . . . .	
	20		20

## HISTORY.

English I. . . . .	5
Ancient History . . . . .	5
Physical Geography . . . . .	5
Algebra . . . . .	5
	20

## SECOND YEAR CLASS.

CLASSICAL.		LATIN-SCIENTIFIC.	
English II. . . . .	5	English II. . . . .	5
Latin II. . . . .	5	Latin II. . . . .	5
Greek I. . . . .	5	French I or German I. . . . .	5
Mediaeval History or Geometry . . . . .	5	Mediaeval History or Geometry . . . . .	5
	20		20

MODERN LANGUAGE.		COMMERCIAL.	
English II. . . . .	5	English II. . . . .	5
French I or German I . . . . .	5	Bookkeeping II, Commercial Law	5
Physics. . . . .	5	Stenography I . . . . .	5
Geometry . . . . .	5	Typewriting* . . . . .	5
		Elective Subject . . . . .	5
	20		25

## HISTORY.

English II. . . . .	5
Mediaeval History . . . . .	5
Physics. . . . .	5
Geometry. . . . .	5

20

## JUNIOR CLASS.

## CLASSICAL.

English III. . . . .	5
Latin III. . . . .	5
Greek II. . . . .	5
French I, German I, Physics, } Chemistry, or Geometry. . . }	5

20

## LATIN-SCIENTIFIC.

English III. . . . .	5
Latin III. . . . .	5
French II or German II. . . . .	5
English History, or Physics, } Chemistry, Geometry, or } Advanced Mathematics }	5

20

## MODERN LANGUAGE.

English III. . . . .	5
French II or German II. . . . .	5
2 of the following :	
German I, French I, English } History, Chemistry, or Ad- } vanced Mathematics. . . . }	10

20

## COMMERCIAL.

English III. . . . .	5
Bookkeeping III, } Commercial Geography }	5
Stenography II. . . . .	5
Typewriting II*. . . . .	5
Elective Subject. . . . .	5

25

## HISTORY.

English III. . . . .	5
English History. . . . .	5
Chemistry. . . . .	5
Advanced Mathematics. . . . .	5

20

## SENIOR CLASS.

## CLASSICAL.

English IV. . . . .	5
Latin IV. . . . .	5
Greek III. . . . .	5
French I or II, German I or II, } Physics, or Chemistry. . . . }	5

20

## LATIN-SCIENTIFIC.

English IV. . . . .	5
Latin IV. . . . .	5
French III or German III. . . . .	5
German I, French I, or Amer- } ican History, Physics, Chem- } istry, or Advanced Mathem's }	5

20

## MODERN LANGUAGE.

English IV. . . . .	5
French III or German III. . . . .	5
2 of the following :	
German I or II, French I or } II, American History, Chem- } istry, Advanced Mathematics }	10

20

## COMMERCIAL.

English IV. . . . .	5
Bookkeeping IV, Commercial } History, Economics. . . . }	5
Stenography III. . . . .	5
Typewriting III*. . . . .	5
Elective Subject. . . . .	5

25

## HISTORY.

English IV. . . . .	5
American History. . . . .	5
Astronomy and Geology. . . . .	5
Mathematics Review. . . . .	5

20

\*The starred subjects are recitations requiring no preparation.  
The figures indicate the number of recitations per week during 38 weeks.  
Music, Drawing, and Physical Training are elective.



## The Aim of the School.

1. The High School continues the work of education done in the grammar school. Its course of study is arranged to meet the wants of all classes of pupils. The large amount of choice which it offers in the selection of a course of study and of subjects within that course is in keeping with its character as the last step in public education. It aims primarily to develop and to discipline the mind, to form the character aright, and to introduce the pupil to the world's treasures of general knowledge.

### THE SCHOOL SESSION.

2. The High School is in session on five days of the week, from eight-twenty to one o'clock. Fifteen minutes of the school session are given to opening exercises, and fifteen minutes to recess. The rest of the time is divided into six periods or program hours of about forty minutes each.

### THE NORMAL AMOUNT OF WORK REQUIRED.

3. Pupils will ordinarily devote four periods daily to recitation in prepared studies, and one period a week to music; but an equivalent study may be substituted for music.

4. A pupil may be permitted or may be required, for reasons satisfactory to the parent and to the principal, to take less than the full amount of work.

5. A pupil of good health and ability may, for good reasons, be permitted to take more than the full amount of work.

### REQUIREMENTS FOR ENTRANCE.

6. Pupils entering the High School will be required to pass examinations or present satisfactory evidence of work in English, English Grammar, United States History, Arithmetic, and Elementary Algebra.

## REQUIREMENTS FOR PROMOTION AND GRADUATION.

7. Diplomas are granted for quantity and quality of work, as follows:

(a) The amount of work represented by one period of prepared recitation a week counts as one point toward winning a diploma.

Four daily periods of prepared study, with one period of music a week, count twenty-one points in one year toward graduation.

The diploma is awarded for eighty-four counts of work.

(b) The quality of work is estimated on a scale A, B, C, D, E. E is failure. D means unsatisfactory work, and barely secures promotion. Pupils receiving this mark will not be given college entrance certificates.

(c) Reports of standing are based on class room work and examinations.

Pupils credited with less than twenty-one, forty-two, or sixty-three counts will be registered respectively in the first year, second year or junior classes.

A pupil who fails in any study will ordinarily have opportunity to take only one supplementary examination. Failure in this may be followed by requirement to repeat the study in class.

Exclusion from opportunity to take examination will follow very poor class work.

## PREPARATION FOR COLLEGE.

8. The certificate of this school is accepted at all the leading universities and colleges where the certificate plan is in force: at Cornell, New York University, Lehigh, Lafayette, Williams, Amherst, Brown, Wesleyan, Union, Rutgers, Vassar, Mount Holyoke, Smith, Wellesley, etc.

9. The Classical and Latin-Scientific Courses fully meet all college entrance requirements for the corresponding courses in college.

Girls who are preparing for college must take one of these two courses.



The best preparation for technological courses in college is afforded by the first two years of the Latin-Scientific Course and the last two years of the Modern Language Course. Drawing should be elected.

Pupils preparing for normal school courses should take the Latin-Scientific Course, substituting history and science for modern language, or they should take the History course. Drawing should be elected.

#### ELECTIVE STUDIES.

10. The course of study is suggestive of definite work along several lines. With the approval of the principal, a pupil may elect to substitute in his program any study of his year, or of the years preceding it; but he may not elect a study in advance of his grade.

It is the purpose to make the course of study as flexible as possible, in order to enable the principal and teachers so to adapt the work to the peculiar aptitudes of individual pupils as most effectively to promote their development; but care will be exercised to prevent promiscuous and disconnected study.

11. Drawing and physical training may be elected by pupils in substitution for other work in the course of study.

Two periods of unprepared work are considered equivalent to one period of prepared study.

12. Classes will not be organized in any study unless a sufficient number of pupils elect the study to warrant the formation of a class.

13. The class in advanced mathematics will be formed only every other year. The class is open to both juniors and seniors.

#### CHOOSING A PROGRAM OF STUDY.

14. Pupils must choose their programs of study for the following year in May of each year. Except for urgent reasons, a change of program will not be allowed during the year.

## THE SCHOOL CALENDAR.

For convenience in arranging the work, the school year is divided into two terms of nineteen weeks each.

The year usually begins on Tuesday in the second week of September.

There are holidays of about eight days at Christmas time, and of one week following Easter Sunday.

The schools will usually close on the Thursday nearest the eighteenth of June.